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ABSTRACT

This paper presents one educator's experiences at the University of Technology, Sydney, Australia, in leading teacher education reform from 1990-1996. It is written from her perspective as the head of a school of teacher education. The school is primarily concerned with preparing elementary educators, with smaller programs for secondary educators and a very small postgraduate offering. The author's role was to lead reform in a difficult financial climate in a recently amalgamated institution. She was the only woman in a senior management position in a new faculty of education. Teacher education was geographically isolated from the other two-thirds of the faculty concerned with adult education. The academic focus of the institution had been on teaching, while research was of minor importance. Following amalgamation, research assumed increasing importance, and a number of staff responded to the challenges by forming new identities embracing the research culture. This self-study contains the educator's reflections on how she worked to change the culture of staff in teacher education. She believes it was a rocky but rewarding road to travel and, as she relived the process in preparing this paper, she understood how she could make some changes in the way she worked as a leader. (Contains 19 references.) (SM)

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LEADING REFORM IN TEACHER EDUCATION: A ROCKY ROAD

ED 431 731

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Change in Education Research Group

Faculty of Education

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This paper is part of the interactive symposium

SELF STUDY ON THE ROAD TO REFORM IN TEACHER EDUCATION: OBSTRUCTIONS, DETOURS AND RINGROADS

Self –study of Teacher Education Practices SIG,
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Leading Reform in Teacher Education: A Rocky Road

Christine E Deer, University of Technology, Sydney

The paper describes my key experiences at the University of Technology, Sydney in leading reform in teacher education during the period 1990 -1996. It is given from my perspective as a Head of a School of Teacher Education. This School is primarily concerned with teacher education for elementary school teachers with smaller programs for secondary school teachers and a very small postgraduate offering. My role was to lead reform in a difficult financial climate, in a recently amalgamated institution. I was the only woman in a senior management position in a new Faculty of Education. Furthermore, teacher education was geographically isolated from the other two-thirds of the Faculty concerned with adult education. The academic focus of the institution had been on teaching while research was of minor importance. Following amalgamation research assumed increasing importance and a number of staff responded to the challenges forming new identities embracing the research culture. This self-study contains my reflections on how I worked to change the culture of staff in teacher education. It was a rocky but rewarding road to travel and, as I have relived the process in the preparation of this paper, I can see how I could make some changes in the way I worked as a leader.

Introduction

This paper describes my key experiences in leading reform in teacher education as a member of staff of the University of Technology, Sydney (UTS). The paper is given from my perspective as a former Head of a School of Teacher Education[1], a position I held for almost seven years from March 1990 to December 1996. I was also the first female Head. It was a truly rocky road. This School was primarily concerned with initial teacher education for elementary school teachers, although there were some programs for secondary school teachers and a much smaller postgraduate component. It had a history stretching back to 1946.

In effect this paper paints a portrait of the period of my time as Head of School HOS). As Lawrence-Lightfoot and Hoffman Davis (1998, p.13) write, I see myself

[1] Department Chair

> Not only in defining the focus and field of the inquiry, but also in navigating the relationships with the subjects, in witnessing and interpreting the action, in tracing the emergent themes, and in creating the narrative.

I am reporting on data I gathered during this period as part of my self-study. Self-study has always been part of my make-up. I am accustomed to working out how to proceed and then reflecting on how my chosen course of action works. If it works well I continue in that path. If there are problems I work out new ways to proceed often after talking over the issue with colleagues. As HOS I chose to lead by example and also to gain feedback from staff on my leadership. I had been appointed to restructure teacher education at UTS and my goal was to make the STE one of the best places in New South Wales to prepare teachers. An outward and visible sign in achieving this goal would be an increase in the entry levels for students and the continued acceptance and welcome of the graduates by employing authorities and the teaching profession. A further goal was to increase both the postgraduate offerings of the School and the research output. I wanted these goals to be achieved by collegial action where both academic and support staff were valuable partners in what I knew was the complex process of change. While I expected that perceptions of my leadership would vary amongst staff I had no doubt that the Dean of the Faculty and senior management in UTS would assist me in the whole process.

I have lived by myself since 1972 and have always reflected on my experience, re-running episodes in my mind and working out how I could have done things differently and better. Now with the greater responsibilities I assumed as HOS, self-study assumed even greater importance. Swimming five mornings a week provided a way to solve problems in my mind as I went up and down the pool. I then put the solutions into practice during the day. My emphasis is therefore on a specific case ' a focused and bounded phenomenon embedded in its context ... with strong potential for revealing complexity.... [and providing} "thick descriptions" that are vivid, nested in a real context, and have a ring of truth that has strong impact ...' (Miles and Huberman 1994, p.10).

At the time of my appointment I considered that I had a good understanding of the change literature. It was one of my teaching areas and I had been involved in change in education since I began teaching in 1959. I knew 'change is a process not an event' (Hall, Wallace & Dossett, 1973 p.1) and so did not expect rapid change. There would

be early adopters and late adopters. I knew that those to be affected by a decision should wherever possible have a share in decision-making. I knew that support was necessary for people to make changes and that change was complex and often involved deskilling before the new ways 'fitted like a glove'. I expected therefore that professional development, for staff in the STE would be important. I also knew something of the politics of change and that resources to assist in the process of change were vital.

The context for my self-study

As part of the Federal government reshaping of higher education in Australia (Dawkins, 1987) all universities faced great changes. I was appointed to the part of UTS that was formerly Kuring-gai College of Advanced Education (CAE) which had just amalgamated with what was initially known as 'old' UTS. Part of the former Sydney CAE also amalgamated as the Faculty of Adult Education. Adult education at Sydney CAE had been physically separate from the main Sydney CAE campus, so, apart from its Head, staff members were accustomed to operating relatively independently. In the new UTS it was part of the main UTS City Campus close to the Central Business District of Sydney and geographically separated from the STE. I also discovered much later that its funding had been very generous. During 1990, while funding was limited, the budget for the STE was under my control. However, from 1 January 1991 the Kuring-gai Schools became parts of the now nine Faculties of UTS. The STE and the Faculty of Adult Education, about twice as big as STE, became the new Faculty of Education.

In 1996 a leading professor from the University of Sydney, Professor Cliff Turney and an STE staff member in English education – Judy Taylor, published a book on the history of teacher education at Kuring-gai CAE and its antecedent institutions from 1946 - 1996. They described the difficulties they perceived in the development of the new culture for teacher education at UTS.

> A number of staff from the "good old days" at Balmain [name of antecedent institution] still clung to their memories and even their former ways. But new and exciting challenges now faced them - teaching good quality students in demanding undergraduate degree programs, supervising post-graduate students, and undertaking research and publishing the results of their thinking and investigation. The concern for producing good practising teachers still exists, but it has been merged with an important concern for producing scholar teachers (Turney and Taylor, 1996, p.190).

Reading this book helped me to understand much that I had only partly understood. I wished I had been able to read it before I took up my appointment.

The new Faculty of Education with three Schools was the only Faculty that had not been part of the 'old' UTS and therefore there were many new ways to learn for all concerned. For example, three sets of promotion requirements for staff became one, and three sets of student rules and regulations became one. I was trying to lead reform in a difficult financial climate as the only woman in a senior management position in a Faculty whose leadership I perceived did not value teacher education. It is true to say however, that in some universities greater status in education faculties accrued to those concerned with adult teacher education than school teacher education. My staff and I found at UTS there was a consistent emphasis at Faculty level on the achievements of the staff in adult education in the Faculty. The limited nature of research and consultancies in the STE seemed to me to be emphasised at every opportunity. Perhaps those in other senior management positions in the Faculty of Education had read 'most of the early literature on leadership which assumed leadership (defined in a domination and control mode) to be a male function' (Onyx, 1994, p.9). Perhaps however, they were uncomfortable to have some of their ideas challenged.

On reflection the following quotation from Gardner in his book *Leading Minds* contains the essence of my struggle to remake the STE and bring about a culture change in it.

> I maintain that the most fundamental stories fashioned by leaders concern issues of personal and group identity; those leaders who presume to bring about major alterations across a significant population must in some way help their audience members think through who they are (Gardner, 1995, p. 62).

New personal and group identities were required for all concerned.

The documents available for writing this paper include University, Faculty and School Annual Reports and Strategic Plans as well as staff surveys, performance appraisals and letters received on retirement in 1999. In this paper I discuss some of the highlights which illuminate my time as HOS from 1990 – 1996.

New identities

Individually staff in the STE had to forge a new identity for themselves under a totally different type of leadership at both School and Faculty levels. The previous HOS in the STE left staff largely to their own devices. He was appointed to the position in 1974 and remained in it until his retirement in 1989. During this period he had to face a significant downturn in the numbers of students required to be elementary school teachers. He also saw the institution which had been the first post World War II purpose built Teachers' College in Sydney become a multi-purpose CAE.

The previous HOS had staff whose primary responsibility was to teach. The Heads of the ten Departments coordinated the work of staff in their departments. Staff in central administration were easily accessible and took major responsibilities for student affairs, School Board meetings and finance. My predecessor did not take classes himself and rarely left his Office. He was thus readily available if anyone wanted to see him. This style of leadership was appropriate for the time but now a more proactive role was required. As well as my new identity as HOS, I was also taking on a new identity as a professor, the highest status academic position in Australian terms outside central university management. The role of a professor was to give academic leadership in teaching and research as well as service to the university and the community.

Until the formation of the 'new' UTS, teaching more courses and subjects was the way to attract prestige to the institution and appropriate funding followed. As some students who had been accepted were not very able, there was a need for staff to spend a great amount of time assisting them and so face to face contact hours per subject were relatively high compared with the long established universities. Staff believed they taught well and they had results to show for their teaching in students who were highly regarded in the schools during practice teaching and on employment. In reality, while there was very good teaching, I found students were not given enough opportunity to become independent learners, a fact I verified in the first class I t aught in spring semester 1990. (See also Schuck, 1999 and Segal, 1999). However, given the intake the high number of face to face contact hours was considered acceptable and was desired by the staff.

In my first six weeks I met individually all academic and support staff (about 50 people with equal numbers of women and men) so I could hear from them their aspirations and expectations. Academic staff in the STE had been appointed to teach and they showed

me they enjoyed teaching. While members of a CAE, their institution had not been funded to conduct research as universities were. Nevertheless, a few staff were researchers. In the UTS Research and Consultancy Report for 1989-1990 (UTS, 1991) three had refereed publications. The new identity as academics in a university now required staff to think of themselves as both teachers and researchers. A number of staff did have research degrees but now it was important for more staff to gain doctorates and conduct funded research. The support staff had enjoyed working with small groups of academics in particular discipline areas such as mathematics and science and only two were employed full time. Most worked for parts of the year and parts of the day, as a result of the financial exigencies in which the STE found itself.

In 1990 I found that few staff were members of the Board of the STE with the membership being were representative of the work of the School. At one of the first Board meetings I attended a resolution was passed so all academic staff on full time or fractional appointments were members. In addition, we continued the practice of having an elected member chair the Board but I chose not to stand for this position myself, preferring to encourage others to gain valuable experience in such a position. Later, UTS policy required all HOSs to chair their School Boards.

As a professor and a HOS I saw the need to take an active part in UTS, as I knew little about the workings of UTS. As a senior woman I was in demand for committees and served for three years on the Promotion to Associate Professor Committee and for six years on the Course Review and Accreditation Committee. These meetings and the monthly Academic Board were held on the City Campus and took me away from the Kuring-gai campus.

I was conscious of the need to work to raise the status of teacher education. I therefore played an active role in the NSW Teacher Education Council (NSWTEC) and helped reshape the Association of Deans of Teacher Education to become the Australian Council of Deans of Education. These meetings were usually held away from UTS except for the two -day annual conference of the NSWTEC held at UTS in 1992. In 1990 I taught one-fourth year subject in my second semester. I also gained an internal research grant with one part time staff member and another from the major employing authority. In subsequent years I taught two or three subjects each semester, sometimes on my own and sometimes jointly with other staff. I chose subjects that were offered in the evenings so I was available for daytime work with STE staff and the various

meetings I attended. In retrospect I probably did too much teaching but I enjoyed it and reasoned that as it was at night I could still fulfil my responsibilities during the day.

Not only did staff in the STE have to come face to face with creating a new identity but so did staff in the rest of the Faculty. For example, during my time as HOS, those in adult education were divided into two Schools from 1991 and became one School again from 1994. The first of these changes increased costs with the need for salaries for two Heads of School in adult education each with a full time secretary while the second decreased them. Furthermore, as Gardner (1995, p.62) states there was a need to build a new 'group identity'. The Head of the Faculty of Adult Education had been in his position for over six years as I took up my position. Although he asked me in early 1990 I chose not to apply for the position of first Dean of the new Faculty of Education to be established in 1991. I knew I had enough to learn in my new professorial and administrative position. Given my time again, I would still make the same decision as I did have plenty to learn. I did however, decide to apply for the position at the next opportunity, as I was one of the few academics in the new Faculty of Education with considerable experience of working in a university.

The responsibilities for the Dean and the three Heads of School were onerous. The Faculty Strategic Plan for 1993 also showed that it 'had more staff on the University's Honour Roll of Service (26 years and above) than the other eight faculties of the university together' (Faculty of Education, 1993 p.19). My self-study showed me that the most contentious issue centred on finance. In 1990 the STE had control of its own funds that were to my mind equitably determined at the central level. With my HOS Advisory Committee I was able to allocate these funds. In subsequent years the size of the budget for the STE was determined at the Faculty level.

Reflecting on financial issues

I knew it was important for staff in a difficult financial climate to collectively determine what was worth fighting for in initial teacher education despite all the obstacles placed along the way to new structures and courses. In May 1990 a two-day meeting was held at a nearby conference centre where staff from the six different departments were mixed to form four discussion groups. It had seemed to me that previously isolated groups of staff in ten Departments such as mathematics; music and science had worked independently. These two days revealed to me that all staff they had much in common. They all believed in the importance of practical experience in schools throughout initial

teacher education and for prospective elementary school teachers in their broad preparation across all the curriculum areas. The challenge was to fund these plans as we moved like other universities to implement degree programs for teacher education in place of the previous diplomas.

As the new Faculty of Education emerged, I found my greatest difficulty in what I believed, and still do, was the inequitable distribution of both Faculty funds and student numbers that greatly affected all our work. The staff in the STE had been used to living frugally since the late 1970s when a downturn in graduates required for elementary school teachers occurred. As a result, with a large number of tenured staff, the School was subsidised by other parts of Kuring-gai CAE. As a university staff were expecting times would be better and they were not. Many felt they became worse.

The responsibility for the 'new' UTS budget was with the new Deputy Vice-Chancellor. He had made it all much more transparent. In 'old' UTS, Deans were accustomed to 'doing deals' and there was no equity. Under the new regime the budget at UTS was related to the subjects taught and the number of students taught. For example, practicum subjects where students were on school experience and teachers in schools were paid for supervising them had high weighting, as did laboratory-based subjects and music, which required equipment. Subjects such as philosophy of education had low weighting. By controlling the number of new students at undergraduate and postgraduate levels it was also possible to control funding. Each of the nine faculties was allocated a budget and a number of commencing students and then decisions on how to share them were made within each Faculty at Deans' Advisory Committee (DAC) meetings.

I believed that the DAC was the appropriate place for decision making but towards the end of 1992 when decisions were being made about the 1993 budget I could stand it no longer. My point of view was regularly over-ruled in DAC. The decisions thwarted postgraduate developments in the STE and were using what I considered STE funds to subsidise other courses in the other two Schools in the Faculty. Armed with facts prepared by STE staff I took the matter outside the 'proper channels' to the Deputy Vice-Chancellor and forced a re-allocation of student numbers and finances within the Faculty. I did not make myself popular with other members of the senior management in the Faculty of Education. My self-study shows me that I should have moved on this issue in early 1991. Yet I trusted management and could not believe that the inequities my staff and I faced could exist unnoticed at senior levels outside the Faculty. However,

at this time all managers were working to establish new identities. The other two Schools in the Faculty had existed for years with what I considered generous funding. Most of these staff had little idea of finances except that they allowed the operation of small classes and were now able to provide them with what I considered generous research hours to those who were eligible. In contrast, from 1993 I had made sure that staff in STE were as fully informed as I was.

Planning for new degrees – a rocky road

As planning began for a new degree to replace the Diploma in Teaching, obstructions came from some individual staff members who valued the old ways and could not see how the new ways could be as good or even better. Furthermore some did not expect junior staff, such as recently appointed contract lecturers to have worthwhile ideas. Seniority carried important wisdom, which for some was not in question. In 1991 a newly appointed Associate Professor questioned some issues in her first School meeting. A few staff were outraged. A culture change was occurring. Other staff suggested detours as a way ahead. Still other staff claimed the whole as a ring road and that we would just arrive back where we began, rediscovering all the good that had been 'tossed out'. In 1990 there were only six Departments and while the other newly appointed Associate Professor and I wanted to have just one, the process of change was slower with a reduction to three from 1992. This change increased the interaction of staff across parts of the School as the Departments met to plan teaching, prepare reports for the School Board meetings and to compare notes. It also reduced costs as each Department Head received a small allowance and a reduction in teaching load in order to compensate for the increased responsibilities. In 1994, the now three Departments were abolished as part of UTS central decisions. Our undergraduate and postgraduate committees with staff being free to join one, both or neither continued to be the main vehicle for our planning. The changes taking place were uncomfortable for some staff and, as was their right, they made their views plain at meetings developing the new degrees.

At the end of my first year, the Pro-Vice- Chancellor (Academic), who was a personal friend of long standing, sent me a Christmas card in which he wrote:

> Wishing you a very happy Christmas and a less hectic 1991. Thanks for all your help this year - I think you have been extremely successful in your restructuring of teacher education. Have a very peaceful and happy holiday - next year will probably still be quite busy.

How right he was.

In 1991 many STE staff felt threatened by the desired new university identity. They saw themselves as teachers and not researchers as my interviews with them had shown. Despite my suggestions and those of the two newly appointed Associate Professors with research profiles, a number of staff found it hard to see how by researching their own practice they could make themselves better teachers. UTS management recognised the difficulties facing all staff to build research into their identities and so offered incentives such as a semester free to complete a doctorate if the HOS could affirm that such leave was likely to result in a finished doctorate. Initially special funds were available from the Federal government to help in this transition. All three other members of this symposium presentation successfully took advantage of this opportunity. During this period, however, staff from other parts of the Faculty who had such leave did not complete their doctorates. By 1996 any such leave had to be funded by the Faculties. As a result in my last year as HOS, the message being promoted by other senior members of the Faculty of Education was that such leave was not a fruitful way for the Faculty to use its resources.

There were promotions for academic staff to senior lecturer. Previously owing to financial stringencies there were quotas for all promotions at Kuring-gai CAE. Under the new rules of university-wide promotions' committees, providing staff met the criteria promotion was possible to senior lecturer level. After that university-wide quotas operated. By the end of 1998, five men and eight women had gained promotion to senior lecturer. Not all of these staff had doctorates but were able to show how their previous experience met the criteria. Another woman was promoted from associate lecturer, the lowest level academic position formerly called a tutor, to lecturer. Support staff who had been working for only part of the year were able to increase their hours and with new awards to increase their status. Promotions were welcomed but they were expensive as there was no supplementation for them and they placed further strains on the budget.

Financial stringency remained the order of the day with tight limits on spending in all aspects of operations. During this time, academic and support staff retired or resigned to take up new positions or finished their contracts. At the same time class sizes increased. In addition, some new appointments were made and these staff had different

career expectations from many of the existing staff. After many committee meetings involving as many staff as wished to participate new courses were introduced, including a now very successful Honours course that enrolled its first students in 1994. This course was the first undergraduate Honours course in the Faculty of Education. These changes were in line with those occurring in all universities (Dawkins, 1987). Initial teacher education for elementary schools was rightfully recognised as of degree status. From 1992 students completed a three-year Bachelor of Teaching in Primary Education degree instead of a three year Diploma. In my last year as HOS a four-year Bachelor of Education in Primary Education degree was developed ready for implementation in 1997. The change from a Teachers' College focused on teaching to a University focused on teaching and research was occurring. Promotion criteria for staff now emphasised the research output more strongly as well as teaching excellence and service to the university and community.

UTS in common with other universities showed that teaching too was valued by instituting Awards for Excellence in Teaching. I was truly delighted when I a male staff member successfully applied for a UTS Excellence in Teaching Award. The first single award in the Faculty. However, some staff resisted my efforts to change direction and incorporate research into their workloads, preferring to remain with the old, familiar ways or as Jean Rudduck writes 'the comfortable cradle of convention' (Rudduck, 1984, p.66). Indeed it was unreasonable of me to expect them to begin such a change especially after I had read the book by Turney and Taylor (1996).

Throughout my career I undertook professional development. I believed in its importance as a way to facilitate change. Now I sought opportunities for the professional development of all staff. Wherever possible, I provided opportunities for all staff to take part in it whether it was to learn to use word processing programs as computers became part of STE life or whether it was to develop research skills. Indeed in 1990, only one academic staff member had a computer and she had obtained it as a result of a successful application for an external research grant. I saw professional development as a way to engender a culture in a Faculty that change will continue to be the way of the future and that there are ways to support all staff in the development of new skills. As can be realised, the advent of computers for all staff radically changed the daily work of both academic and support staff. The former were now being expected to prepare their own subject outlines and papers. The latter found the work they were

doing was more related to administration as work previously completed by the central administration was devolved to the Schools and Faculties.

From my point of view as a HOS - collaboration, collegiality and core values together with inner fortitude in examining my own beliefs were crucial. I longed to have a Dean who valued teacher education as I knew that with my contacts in the profession, the employing authorities and the unions we could achieve so much for teacher education. In October 1992 I wrote out my resignation to the Vice-Chancellor. My family counselled me against resigning.

How is it that I now recall, long after I had written about my inner fortitude, which has been so sustaining, that the motto of my selective girls' high school was *Faith with Fortitude*? While I believed that school teaching was one of the most important careers in the world, I continued to find it difficult in the wider Faculty to have my point of view accepted as legitimate. I was tired of a climate of conflict that was often accusatory. I was tired of having the work of teacher education continually denigrated and of the fight at Faculty level for resources. I envied my friends at other universities where teacher education was valued. A 1999 comment from a colleague on the Dean's Advisory Committee (DAC) meetings brought all the early years back.

> I have admired you for many years - your composure during those awful DAC meetings, your tenacity in sticking to what you knew was right. You kept your humanity when so many others were losing theirs, and gained the respect of all of us who watched you in action.

Written feedback from staff

I wanted to find out what staff thought of my performance. I asked all academic and support staff for feedback in 1991 and again in 1992-3 using a proforma. They had not been asked for such feedback before. Staff were given the opportunity to complete these forms anonymously although some signed their names enabling me to talk to them personally about what they had said. It is illuminative to reveal the feedback from four full-time academic staff, chosen because of their contrasting comments on my leadership. One of the staff carefully typed the comments and stuck them on the sheet that provided space for answers.

What do you think has been my most important achievement in 1992-3 and why?

• Continued support for staff as important individuals taking an interest in staff and taking time to interact with staff - making time for important and not so important matters that concern staff - eg attending meetings and seminars.

• I am not aware of any achievements which you have attained (typed).

• Raising School staff's awareness of the financial situation of the School.

• I don't see a great deal of your work. I guess you are fighting for the cause of T.Ed (hope so anyway).

What is your most important concern about how I am administering the School of Teacher Education and why?

• I would like to have more information about the finances readily available.

• Being an academic in the STE is akin to being a child in a 1950's convent. The dominant principles appear to be "keep the children busy", "don't trust the bastards" and monitor them frequently --which appears to be the sole motivation for the workload survey and attendance sheets for the Board of STE (typed).

• Lack of accessibility, especially on a day to day (short term) basis. Engenders frustration.

• Poor staff morale - applies to both academic & support staff. Maybe due to your distance from staff. Every interaction too rushed. Many appear to be 'token gestures'. No real sense of team work. Staff don't feel appreciated (except those in 'inner circle' perhaps).

What is one way you think I could address this concern?

• Accounting procedures should be computerised and a statement of the monthly accounts presented to each Board meeting.

• Stop teaching and concentrate upon being a HOS instead of working ludicrous hours which only appear to result in spinning wheels. Accept the principle of "academic freedom" and leave us alone to pursue our roles as academics (typed).

• Order (or reorder!) priorities. Better to be thoroughly on top of what is going on (and has gone on) in School than keeping tabs on university, NSW, universe etc.

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• Undertake less. Give staff more of your time. Take a more genuine interest in programs. Involve staff more - not just more meetings - look at quality of meetings.

Other comments

• You set everyone an example by your continued hard work and dedication to tasks. This results in efficient administration on your part and so others are not held up.

• There appears to be no comprehension nor recognition of the role of an academic nor of his/her function within a university nor of the principles upon which universities operate (typed).

• Your strength is in your interest and concern for everyone in the School. Your weakness is that you appear to be doing everything on the run.

• I have a great deal of respect for your professionalism. I am really disappointed that we receive so little benefit from your obvious talents. This may be no fault of yours - too much pressure from other sources. I understand, but it's such a shame.

A comment from a Teacher Union member on my retirement is relevant here as it shows how my work outside UTS was regarded. Work that I had considered essential for the future of the teaching profession and for the need to attract high quality applicants to initial teacher education courses.

• With very best wishes and thanks and recognition for your professional contribution to teachers and teaching- also especial thanks for your assistance in the Industrial Commission - a tangible contribution, among others, for which teachers owe you much.

I still believe that collegiality, collaboration and the development of core values are vital in the challenges facing those in leadership positions in the future. I was able to act on some of the feedback staff gave me. Budget statements became a regular part of STE Board meetings. Attendance sheets for the Board meetings remained as essential features of the Minutes of the meetings. A work load committee continued its operations as part of the need to begin developing a Faculty-wide workload formula to ensure the fairest allocation of staff resources. Staff still had to make appointments to see me, as it was not possible to do otherwise. My time as HOS continued to involve much more work than any previous HOS and this change was still hard for some staff to

recognise. The staff comments from the four show how very differently my leadership was interpreted. As the Vice-Chancellor told me once 'perceptions are real' and it was helpful, if painful, to know of these perceptions. I have realised it would not have mattered who was HOS. In Australia those in senior positions in universities were facing major changes and in all institutions some staff found them hard to accept. Why did I not realise how hard the change would be for some staff? I think it is because I did not have the support I had expected from beyond the STE and because I had come from a university which, as a whole was much better funded.

Continuing communication

There were communication difficulties between parts of the Faculty and within STE. Unlike Upitis and Russell (1998) who report on the changes the new Dean (Upitis) brought in at Queen's University in Canada, electronic communication was not yet widespread in UTS. Furthermore, the City Campus of the Faculty used one system for internal communication and the Kuring-gai campus began another Email system as a result of its own careful research into the issue. The Kuring-gai Campus system was deemed inferior although it has since been proved the better system.

In DAC meetings I did sometimes make gains. When DAC decided there should be a Faculty Award for exceptional service by members of the academic staff I did succeed in having the support staff included. Four of these awards later came to STE support staff. Did it suit the others to agree with me here, as it was a much smaller item of business than the Faculty budget? I am, I hope not yet a cynical person but I do wonder.

I also longed for the chance to sit down with the two Deans under whom I served to collaboratively plan changes. However, the way the responsibilities of the Dean and the HOS were structured, it appears both Deans felt it was not their part to work in this way.

Changing Senior Management in the Faculty of Education

The first Dean of the Faculty announced that he would not apply for the position when his term expired at the end of 1993. So in mid 1993 one other recently promoted professor and I were interviewed for the position of Dean. I was unsuccessful.

Two comments, both from full time academic staff in STE one male and one female with the latter being a member of the selection panel sketch a picture. The former was writing to the Vice-Chancellor on my application for the Deanship and provided me with a copy.

All staff in the Faculty were given this opportunity but of course I don't know how many took advantage of the offer and what they wrote. The staff member supporting my appointment as Dean wrote:

• 1. Chris has been in the position of Head of School as a full Professor for over three years. She has therefore had much first hand experience in the running of a School, and close involvement in faculty affairs including financial matters, especially through her membership of the Dean's Advisory Committee.
2. Chris has built up a very significant reputation outside the University in the field of education. I believe that the respect in which she is held and the wide network of contacts in the education community would be of even greater benefit to the University with Chris in the position of Dean.
3. Having the first Dean from the Haymarket Campus, I think it would be appropriate for our faculty to have a Dean from our Campus this time as some different perspectives could be brought forward.
4. Although it is by no means an over-riding consideration, I believe that gender balance in the Deanship should be taken into account - both for our own faculty and for the University as a whole.

The staff member on the Appointments Committee for the Dean wrote:

• I'm sorry about the Deanship. The selection panel did appreciate all the hard work you have done. It was a really difficult decision!

STE staff sent me flowers. I decided after much soul searching and encouragement from staff in STE to apply for another three year term as HOS. There was unfinished business in teacher education despite the sorrow, as I really had wanted to be Dean.

The deeper that sorrow carves into your being, the more joy you can contain.
(Gibran in Jones 1998, p.237).

And there was great joy. The first PhD in the Faculty came from the STE in 1995 and the PhD degrees for the three women taking part in this symposium with me followed ion 1996. Research funding and refereed publication increased. Women gained two more UTS Excellence in Teaching Awards. Courses were revised to introduce a four-year Bachelor of Education in Primary Education degree that began in 1997. More staff retired and two new appointments were made. Social gatherings occurred more frequently as well as the annual Christmas party at my home.

I know I improved my leadership skills as time went on. I had a better stance (Scott, 1999) using even more of my emotional intelligence. There were still struggles and I didn't please everyone but then I didn't expect I would. What has transpired since is the very firm foundation staff in teacher education have established. There has been a culture change in teacher education in the Faculty and in UTS as a whole. Teaching and research are part of daily life. Change is indeed a process not an event as Hall and his colleagues stated so long ago (Hall et al, 1973, p.10). Teacher education students in 1999 comprise 47% of the Faculty compared with approximately 31% in 1991. This increase in teacher education student numbers has come as the number in adult education has declined. It is now recognised that there is an imbalance in staffing across the two campuses of the faculty and these must be addressed in the near future.
Entry levels to undergraduate elementary school education are the highest in the State and the courses continue to be highly regarded by employing authorities and prospective students. A staff member in adult education sent the final quote to me on my retirement.

> •I have always felt that your concern for people was something important - especially so in these days of economic rationalism. People who really put people first are becoming rarer in our community (UTS community in particular).

Reviewing the road I chose

I believed and continue to believe that workplaces should always have regard for people. I value people and in this belief expect they will do their best in the circumstances. Perseverance is worthwhile and although it came at some cost, I mixed in *Faith with Fortitude*. How selective is my memory in this self-study? How would other senior managers in the faculty during these years present this story? How rocky were their roads?

Aside from reflecting on my own experiences as a leader in teacher education at a particular university, these reflections have the potential to assist others to 'think and act differently in teacher education practice – reframing' (Hamilton & Pinnegar, 1998, p.10). It is clear to me that the situations I faced have been and will be encountered by others. Teacher education must continually change as the demands placed on schools change, although there will always be the need to determine what must not change and what are the central values and beliefs (Atkin, 1999). Central values and beliefs must remain the basis for action and these must be articulated and shared by all concerned.

What can other people learn about self-study from my reflections?

• The value of critical friends is affirmed in this paper. My three colleagues acted as my critical friends and together we re-created out experiences. Their work is part of the changed culture in the Faculty of Education at UTS. It has been timely for me to pause and conduct this purposeful self-study. It is not enough to think about issues alone. I have also been privileged to share my self-study with others in the former STE and outside it who are not part of this symposium. Their comments have been invaluable.

• A key message of my self-study for others in similar positions in the future is to act early if there are financial problems that do not reflect institution intentions. Financial resources are crucial in the change process.

• The climate of my workplace is very important to me. I work best and most creatively where diverse views are raised and respected. This process leads to a 'give and take' in discussion that ensures options for action are considered before a final decision is made.

• The way forward to me is to continue to collaborate with others in an effort to make my work, and that of others, not only more productive but also more worthwhile for all of us.

• Finally, I believe further collaborative self-study research would be invaluable as it is a way build the three dimensional aspect into our teaching and research. Upitis and Russell (1998) have shown the way in their paper from the 1996 Castle Conference. In this symposium we have enlarged on their research by presenting our four-paper collaboration.

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